DOCUMENT RESUME

ED 078 943 PS 006 564

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TITLE Southeastern Day Care Project Rating Forms.
INSTITUTION Southern Regional Education Board, Atlanta, Ga.
SPONS AGENCY Donner (William H.) Foundation.; Social Security Administration (DHEW), Washington, D.C.
PUB DATE Oct 72
NOTE 58p.; Southeastern Day Care Bulletin No. 7

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Cognitive Development; *Day Care Programs; Demonstration Projects; Motor Development; Preschool Education; Program Evaluation; *Rating Scales; Social Development; *Student Evaluation; *Task Performance; Technical Reports

ABSTRACT

The Southeastern Day Care Project is an ongoing preschool demonstration project in eight southeastern States. The SDCP has developed and is using a series of rating forms to assess the development of each child in the program in cognitive, social, motor, and self-help skills. Approximately 256 children in SDCP centers have been rated on the forms. The items on the forms represent translation of the objectives into observable, specific outcomes. The items on the various scales were combined and modified into rating forms for infants, two-year-olds, three-year olds, and four- and five-year-olds. Rating procedures, and reliability and validity of the ratings are described, and the analysis of results for each age group is provided. The performance of the children was generally better than had been anticipated, but a few items in the cognitive area--printing, drawing human figures, and knowing addresses and seasons--continue to present difficulty to at least one third of the children. The SDCP rating forms provide a gross assessment of whether a child is generally performing according to the expectations for normal development at his age. Other instruments may provide a better analysis of child development, but they are more difficult to use with preschool children. The SDCP rating forms have another advantage for staff members; the items constitute a day-to-day program guide to aid in planning activities and curriculum. (KM)

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ED 078943

Southeastern Day Care Bulletin No. 7

SOUTHEASTERN DAY CARE PROJECT RATING FORMS

October, 1972

SOUTHEASTERN DAY CARE PROJECT

Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

PS 006564

INTRODUCTION

The Southeastern Day Care Project is a three-year demonstration made possible by grants from the Donner Foundation and Title IV-A of the Social Security Amendments of 1967. The program is being carried on in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. The Southern Regional Education Board has responsibility for coordinating the Project, providing training and assistance, and evaluating the program over the three-year period.

From time to time in the course of our activities, we prepare materials for use in our programs or we conduct informal studies to supplement or expand data that we are collecting. Some of these seem to be of general interest and might be helpful either to our own program or to other day care projects. Therefore, we have decided to make such information immediately available rather than wait to incorporate it in a final report.

This is one of a series of bulletins around a variety of topics related to day care.

Nancy E. Travis, Director
Southeastern Day Care Project

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SOUTHEASTERN DAY CARE PROJECT RATING FORMS

Janet Smith and Eva C. Galambos, Ph.D.

The Southeastern Day Care Project (SDCP) has developed and is using a series of rating forms to assess the development of each child in the day care program in cognitive, social, motor, and self-help skills. Approximately 256 children in SDCP centers have been rated on the forms, and several other agencies have used the ratings in their programs. A summary of the experience and problems associated with the use of these instruments to date may be helpful to other groups who are planning to use them.

Philosophy of the SDCP Evaluation

Objectives Into Ratings

At an early stage of the Project, the staff felt that it was vital to state explicitly the project objectives for children, families, and communities so that evaluation of the day care programs could be geared directly toward a measurement of the outcomes related to these objectives. The objectives for children include the following: "To promote the healthy growth and development of each preschool child according to his own potential in the following areas: physical development, social and emotional development, motor skills, intellectual development, creativity, and self-help skills."[1] Under each area of development, the objectives include specific skills. For example, in the area of intellectual development, the specific objectives are described on the following page.

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[1] The Southeastern Day Care Project, Its Philosophy and Objectives (Atlanta: Southern Regional Education Board, 1971).

1. Child develops verbal and communication skills as evidenced by use of growing vocabulary, connected sentences, plurals, and understandable speech.

2. Child develops number concepts as manifested by knowing his age, its magnitude relative to other children's ages, counting of objects, and relationships of "more" or "less."

3. Child develops understanding of abstract concepts such as "over" and "under," "up" and "down," "sooner" and "later," "near" and "far," etc.

4. Child develops color discrimination as manifested by ability to sort and match objects by color and to name various colors.

The objectives for the children were prepared through consultation with experts in the field of child development, parents of children in the Project, and Project staff. The objectives chosen essentially describe a healthy child developing all his skills at the normal rate expected for his age level.

This description of the objectives led to construction of the rating forms. The items on the rating forms represent translations of the objectives into observable, specific outcomes and were selected after careful study of developmental scales by various psychologists and pediatricians.[2] The items on the various scales were combined and modified into rating forms for infants, two-year olds, three-year olds, and four- and five-year olds. The SDCP rating forms are included in the appendix of this publication.

At the request of center staff, a school-age form was developed. Individual differences resulting from the multiplicity of influences on a

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[2]Examples of the materials studied in the construction of the infant rating form include the Bayley Infant Scale, the Denver Developmental Screening Test, and the Gesell Scales. Where the three instruments were in close agreement on the age when an item is performed by most infants, the item was included in the rating form. A similar approach was used for the ratings developed for the other preschool age groups. The Edgar Doll PAR items and the Metropolitan Readiness Test were used in preparing the forms for the older preschoolers.

child's life are respected by this form. It does not yield a quantitative measure, nor does it group a series of personality traits as desirable or undesirable; instead it is used to clarify the teacher's understanding of the child and as a planning tool.

The items on the rating forms, as proxies for the objectives of the program, have served as program guides. Since these items describe the components of healthy and complete child development, they are used as background goals of the child care and teaching program. The SDCP programs are indeed guilty of "teaching toward the test," since accomplishment of the items is assumed to be representative of development for the normal child.

Observer Ratings Versus "Tests"

Development and adoption of the SDCP rating forms for evaluating each child's progress were based on the following considerations:

1. The rating forms describe the total development of a child, not just his cognitive growth. Thus, in the rating form for four- and five-year olds, there is as much emphasis on the noncognitive areas as on intellectual and language development. This approach differs from that used in many preschool programs where the cognitive development of the child is the only area monitored.

2. There are benefits from using program staff to rate the children. This system requires that children be treated as individuals while it provides staff with immediate feedback and encourages planning for an individual child as well as for a group. Since many day care programs do not have access to outside resources to assess progress of their children, there is a need for an evaluation system that can be implemented by their own program staff.

3. The ratings permit evaluation of performance on each item by observation during the ongoing program. This is advantageous for several reasons. In the SDCP centers, it was impractical from a staffing viewpoint to test children individually in structured test situations. Further, the preschool child may not respond consistently when placed in a test situation. What the child knows and does in daily routines may not be shown when he is separated and put in a strange situation, such as in a room alone with a tester. The alternative to structured "objective" tests administered on a one-to-one basis is observation of children during the course of their activities in the day care program. Continuous exposure enables the observer to view a variety of skills that may not be exhibited in the short time of an administered test. Too, observation permits several attempts by a child on the item, while a one-time, structured test situation may not yield a reliable result for young preschoolers.

4. No preschool test is generally accepted as relevant to all cultural groups. Moreover, the SDCP was reluctant to use a test yielding the easily misinterpreted I.Q. score.

Rating Procedures

Who Should Rate The Children?

The demands of day care programming and staffing call for a pluralistic approach to the question of who rates the child. In some programs, the ratings were done by the one staff member who had the most continuous contact with the child. In other programs, various staff members all having exposure to the child conferred on the completion of the items with the staff member who had the greatest exposure to the child.

The rating permits only a "yes" or "no" answer to each item. This insures that the raters will make a real attempt to discriminate the child's

skills instead of sliding into the common escape of rating in the middle. The criterion on which the staff makes the decision is whether the child usually succeeds on the item.

Where the regular program had not yielded to the observer a conclusion of whether a child succeeds, it was suggested that the observer devise simple task or "test" situations, interspersed through daily activities, to determine the child's ability on an item. For example, to determine whether a child can name the coins, the staff member might develop a simple game that requires the child to identify and verbalize the correct name of the coin.

Time and Frequency of Ratings

For children aged two or above, rating was recommended as soon as the child had had time to adjust to his new situation in the day care program. On the four- and five-year form, the preferred interval was a rating within six weeks of enrollment. Many children, though, were first rated after an average of six months had passed. Project staff was urged to rate infants no later than two weeks after enrollment and at six-week intervals, since development is rapid in this early age.

The interval between ratings for the various age groups varied from six-week intervals below the age of two to an eight-month interval for the four- and five-year group. A certain amount of flexibility was permitted on the intervals between ratings to accommodate the time lapse between enrollment and withdrawal of individual children. This flexibility is consistent with the philosophy of the evaluation of the objectives; the valuation is not concerned with how long it takes before the objectives are met, but whether or not they are in fact met, relative to the child's age and length of exposure to the program.

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The ratings are constructed to flow with the child's development. The infant rating form spans developmental items from the first three months to age two. The child is rated on the group of items for the months corresponding to his age at the time of rating. If the child is rated positively on all or almost all the items in his age group, the rater then rates him on the next older age group items. Conversely, if he does not succeed on the items for his age group, the rater moves back through younger age items until the child succeeds on most of the items in an age range group of items. For older preschoolers too, the problem of rating a child who succeeds on all the items for his age is handled by considering the forms as fluid measures. Staff members are instructed to rate the successful child on the next form.

Reliability and Validity of the Ratings

From the inception of the project, the question of consistent administration of the ratings from center to center and from rater to rater within a center was considered. For example, is the rater's interpretation as to whether a child comprehends the "concept of four" involved to the extent that comparison of ratings by different raters is not possible? To minimize variation between raters on the interpretation of an item requirement, a short description of the meaning of the item was given. The item, "knows the parts of the body," was thus amplified by "can identify by pointing to or matching all major visible parts of the body." Even with this precaution, it is possible that different interpretations of the requirements will occur. SREB staff have reviewed the items with the center directors who in turn briefed staff members on a standard interpretation of the items.

A manual that will explain in detail the item meanings and rating procedures is under preparation to be used in the future by SDCP staff.

Back-Up Ratings

The possibility of inconsistency made it important to know if the items were interpreted uniformly by different raters and to assess the effect of the rater's long-term contact with the child. The need for standard interpretation was demonstrated in one state where the ratings for three-year olds showed poor performance. Their performance did not correspond with the normal performance of that center's two-year olds and four- and five-year olds. The discrepancy probably resulted from one rater's unduly strict interpretation of the items. Subsequent ratings showed these same three-year olds to perform normally.

A rater from SREB visited seven centers and rerated children who had been rated by their own teachers. The comparison ratings were all administered by the same person. Thirty-four children were rerated on the four- and five-year form, and an effort was made to have the center and back-up ratings done around the same time. For half the children, the interval between these two ratings was four weeks; the remainder, two months.

The back-up ratings covered all developmental areas, but emphasis was put on the cognitive section. The items in this area appeared to be clear-cut, thus minimizing problems of interpretation; assessment of cognitive performance was expected to be less dependent on long contact with the child. Half of the 34 children were rerated on every item in the cognitive area. The disagreement rate between the center and back-up ratings per item ranged from 3 percent to 52 percent of the group rated on the item. The ratings disagreed in one out of every five responses on all items.

The disagreement on cognitive items on 535 responses by 34 four- and five-year olds is summarized on the following page.

Responses	Back-Up Rating Higher	Center Rating Higher	Back-Up Rating Higher--Percent of Responses	Center Rating Higher--Percent of Responses	Disagreement as Percent of Responses
535	40	69	7%	13%	20%

The total disagreement was composed of 37 percent of cases in which the back-up rater favored the child and 63 percent in which the center favored the child. This suggests that center ratings tend to be higher than the independent ratings.

This tendency was clearly expressed in the totals for selected items. An arbitrary decision was made to examine items where rating results disagreed on at least 25 percent of the children rated. Seven cognitive items had a disagreement rate above that limit and are discussed below:

TABLE I: BACK-UP RATINGS: DISAGREEMENT ON SELECTED COGNITIVE ITEMS

	Total Responses	Ratings Agree	Back-Up Rating Higher	Center Rating Higher	Total Percent of Disagreement
5.* Draws simple human figure	26	18	5	3	30%
6. Names coins	31	15	1	15	52
9. Knows age	31	20	2	9	35
10. Names colors	32	24	3	5	25
12. Knows address	27	17	5	5	37
19. Knows seasons	25	16	2	7	36
20. Draws complex human figure	25	17	2	6	32
	197	127	20	50	36%

*Numbers refer to item numbers on SDCP Rating Forms. See appendix.

Analysis of these results suggests that two factors account for most of the variation--the rater's interpretation of the item and his amount of contact with the child. On the "colors" item, the back-up rater may have been too strict, calling for naming of colors beyond just the primary colors.

Both factors were involved in the "draws a figure" items. In several cases, children were afraid to attempt this for the back-up rater. Longer

contact might eliminate these fears. The back-up rating in some cases was higher, which may be attributed to the fact that the back-up rater was lax when the child did not give his figure a body.

Discrepancy on the "knows age" item is probably also attributable to the problem of interpretation. The back-up rater was careful about the stipulation in the item that the child have understanding beyond rote memory. Such understanding was tapped by asking the child about his age "last year" or "next year."

The disagreement on the "knows seasons" and "knows address" items may relate to amount of contact with child. Contact with the child helps one know how to approach the question of the seasons, for daily contact may demonstrate his understanding. The limited amount of contact the back-up rater had with the child was definitely a factor in the "address" item. Sometimes it was difficult to understand a child's response. Interpretation was also a problem; some raters stressed the requirement that the child know his telephone number, while others were more lenient.

The greatest disagreement came on the item calling for the child to name the coins. The result is largely due to interpretation. The back-up rater held out the coins and asked the child to name them, while in several instances the teacher named a coin and asked the child to point to it. Such different methods of rating may account for the conflicting results.

Analysis of these selected cognitive items suggests that the centers have a tendency to rate the children more favorably than the back-up rater. Of the 70 sets of responses in which there was disagreement, the back-up rater rated higher in 20 (29 percent), while the center rated higher in the remaining 71 percent. Amount of contact with the child has an effect on assessing the child's performance in the cognitive area. Longer contact

causes centers to rate higher. They may also use a less stringent interpretation of the items.

In the social-emotional section, disagreement was negligible on all items. The range was from 21 percent disagreement to complete agreement in the group of children rated. This surprising result may stem from a methodological problem. Before the study was done, it was felt that this section would be the most sensitive to the difference in contact the raters had with the child, and this idea caused the back-up rater to omit an item if she did not see the child exhibit the behavior. Thus, the number of children rated on an item was frequently smaller than the number rated on cognitive items. The back-up rater did not use the "no" column with confidence; consequently many of the children's questionable behaviors were not assessed in the back-up ratings. This process itself caused the percentage of agreement to be higher. The social-emotional items are given below:

TABLE II: BACK-UP RATINGS: DISAGREEMENT ON SOCIAL-EMOTIONAL ITEMS--SIX STATES

	Number of Children Omitted	Ratings Agree	Back-Up Rating Higher	Center Rating Higher	Total Percent of Disagreement
21. Has self-esteem	5	26	2	1	10%
22. Is secure	9	24	1		4
23. Relates postively to adults	5	28	1		3
24. Relates postively to children	3	31			
25. Plays cooperatively	5	24	3	2	17
26. Shares	10	20	3	1	17
27. Takes turns	15	16	2	1	16
28. Identifies others	7	26	1		4
29. Helps	20	13	1		7
30. Sings	18	13	3		19
31. Persistence	22	10		2	17
32. Pride	19	14	1		7
33. Protects self	15	15	2	2	21
34. Amuses self	14	19	1		5
35. Pays attention	21	12		1	8
	188	291	21	10	10%

Direction of disagreement must now be considered. Two thirds (68 percent) of the disagreement was accounted for by back-up ratings that are higher than center ratings. Since the back-up rater used the category "no" infrequently, there was little opportunity for center ratings to be higher. Ratings were done on the basis of the child's usual behavior. Contact over time influenced the center's ratings, showing the child in a variety of behaviors. The back-up rater sees the child on one or two days and tends to think of any behaviors shown as "usual." This difference in perception also influenced the ratings.

Motor and hygiene/self-help items were not as subject to the constraints of length of contact and interpretation. Two factors accounted for the almost total agreement between the two sets of ratings. One was that motor and hygiene/self-help items are hard to stage--the child would obviously know he was performing. Thus, only observed and generally successful behaviors were incorporated in the back-up ratings. The other factor was that the children were expert according to the standards in these categories. Visits to the first three centers made this clear. The variety of activities on the playground took the children well beyond the items tapped on the rating forms. On ratings by the teachers, 13 of the 18 children tested in these centers succeeded on all motor items, and 10 succeeded on all hygiene items. In the latter category, the only item which gave any difficulty was "fastens shoes."

The high performance level meant that these categories were not emphasized in the remaining centers. For many items in these categories, totals represent back-up ratings only on children in three states. Items on which less than one third of the children were rerated will not be discussed.

TABLE III: BACK-UP RATINGS: DISAGREEMENT ON MOTOR AND HYGIENE/SELF-HELP ITEMS

		Ratings Agree	Independent Rating Higher	Center Rating Higher
	Three States (18 children)			
36.	Climbs	8		
38.	Hops on one foot	8		
39.	Joins in circle games	6	1	
40.	Skips	7		
42.	Uses scissors	15		
47.	Toilets self	5		
	Six States (34 children)			
41.	Strings beads	14		1
42.	Uses scissors	19	1	
45.	Uses spoon	11		1
49.	Brushes teeth	12		
51.	Fastens shoes	9	1	7

The only important discrepancy in rating outcomes was on the shoe-tying item. The item read, "Fastens shoes. Ties (or otherwise) with only minor help on buckles, laces, knots, bows, zippers." The back-up rater generally used tying a bow as the test for this item, and few children had the skill. Shoes like boots and loafers which are not tied may have been used for this task by the centers.

Recapitulating the back-up ratings on four- and five-year olds, of 51 items, only eight (seven cognitive and one self-help) showed a disagreement rate of at least 25 percent.

Fourteen three-year olds in five states also were rated by the back-up rater. Discrepancies were small; none exceeded 23 percent of the group rated on any item. On several items there was complete agreement between the ratings.

Comparison with Caldwell Inventory

The reliability of the four- and five-year ratings was checked in one center by comparing results with those on a standardized scale. A group of four- and five-year-old preschoolers who were given the Betty Caldwell Preschool Inventory[3] (PI) and rated on the SDCP four- and five-year-old form provided an opportunity to check the reliability of parallel items on the SDCP form. Pearson Center in Jacksonville, Florida, administered both "tests" to 16 children initially enrolled in the program. The average time interval between their first rating on the SDCP form and the administration of the "pretest" PI was two and one-half months. In each case, the SDCP form was completed before the PI "pretest" was administered.

The SDCP rating form includes only 20 cognitive items while the PI includes 85 cognitive items. Not all SDCP items are sufficiently parallel to be compared to PI items. The items which appeared to tap similar skills or knowledge are shown in Table IV with the number of children of the group of 16 for whom the outcomes on the two "tests" were not equal. Since the PI test often has several items parallel to one SDCP item, correspondence between outcomes was arbitrarily determined to exist when no more than one third of the parallel items on the PI test differed in outcome from the one SDCP item.

It is difficult to explain the discrepancies in outcomes of similar items on the two "tests." Children could not perform five of the items in the earlier SDCP forms but succeeded on the later PI. Two items which more than half the children could not do on the earlier SDCP form, but then

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[3]The 1967 PI was used, which is quite different from later revisions.

succeeded on in the PI test, are "knows age" and "draws a triangle." The wordings of these items on the two "tests" are not substantially different.

Two additional items--"draws a square" and "tells age"--were not done by six of the 16 children on the SDCP form, but were completed successfully on the PI. In the latter item, there is a wording difference. The wording of the SDCP item on age requires understanding of the age concept beyond rote memory.

The results were reversed in six items on which children performed well on the earlier SDCP form, but not on the later PI test. All but one of the children were successful on the SDCP item, "can relate concept of temperature," but missed the PI one asking, "time of year hottest, and time of year coldest?" The latter item is more difficult because it includes not only knowledge of temperatures, but also knowledge of the concept and the names of the seasons.

Two items on which eight children missed the PI after succeeding on the SDCP form involve counting to four and relating concepts of weight. The PI counting items do not appear to be more difficult than those on the SDCP form. However, the PI item on weight requires comparison of weights of forks and feathers. This requires prior experience with holding a feather and might be more subtle than the general question posed on the SDCP form.

The one item on which all children performed equally on both instruments involves knowing the seasons. They all failed both tests.

Discussion with the lead teacher about these discrepancies revealed several interesting points. She mentioned, for example, that correct response to some PI items involves use of one specific word by a child. Failure to recall the specific word may not be proof that the child fails to comprehend

TABLE IV: COMPARISON WITH CALDWELL INVENTORY

SDCP Item	Parallel PI Items	Number of Children Who Failed SDCP but succeeded on more than 33% of PI items	Number of Children Who Failed at least 33% of PI items but succeeded on SDCP item
Knows parts of body, can identify by pointing to or matching all major visible parts of the body.	Show me your eye; Show me your neck; Show me your shoulder; Show me your heel; What call (Ear); What call (Finger); What call (knee): What call (Elbow).	2	1*
Counts to 4, counts four objects and knows what he is doing--does not do it by rote memory.	How many wheels-car? How many wheels-bicycle? How many wheels-wheelbarrow? How many wheels-tricycle? How many corners, paper?		8**
Draws square, can draw a square design (angle corners and about equal sides) with crayon, pencil, or pen on paper or suitable surface. Design may be drawn with or without copy or as part of other drawing.		6	
Knows age, tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Should be more than rote memory--that is his age should have meaning to him as being larger or smaller than some other number.	How old are you?	9	
Names colors, tells and selects names of primary colors (red, green, yellow, blue) when pointing out an object. Simple selecting, matching or identifying are done at earlier age.	What color is: (Red crayon); What color is: (Black crayon); Same color as the sky; Same color as the night; Color circle yellow.	6	
Draws triangle, same as drawing square except for difference in design.	Draw a triangle	10	
Can relate concept of weight (heavy and light).	Heavier, brick or shoe; Heavier, feather or fork.		8
Can relate concept of temperature (hot and cold).	Time of year hottest? Time of year coldest?		15
Can relate concept of size (large and small).	Yellow car on little box; One car in middle-size box; 3 cars in big box.		3
Uses prepositions correctly, knows the meaning of prepositions such as up and down, in and out, over and under.	Red car on black box; Blue car under green box; Which way does saw go? Which way elevator? Which way ferris wheel? Which way phonograph record?		4
Knows seasons, knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter). ***	Time of year now?		

*Missed at least three of eight PI items
**Missed at least two of five PI items
***All failed on both!

the concept to which the question alludes. Also, she feels that when a preschooler is asked a question involving one of two prompted responses ("a feather or a fork?"), he is prone to repeat the last word.

Comparison with Atlanta Public Schools

Rating reliability is assessed further by comparing results in SDCP centers with results in another large preschool program. The Atlanta Public Schools are using the SDCP rating forms to monitor the progress of children in their day care centers. Results are available and when compared to those in the SDCP centers provide additional information on the validity of the rating forms.

On the rating forms, performance is graded as "strong," "weak," or "mixed." "Strong" performance implies that two thirds of the children could complete an item; "weak" performance that two thirds could not. Items on which between one and two thirds of the group succeeded are "indefinite" or "mixed."

Results for two- and three-year olds in the APS, when compared with results in SDCP centers, had a similar pattern. On enrollment, children in SDCP centers did not perform as well as children in APS centers. With the later rating in both age groups, performance outcomes are the same. To compare performance between groups, another criterion was established. One group was judged to have done "better" when its performance was in the third or more above that of the other group; that is, when a "mixed" performance confronted a "weak" one from the other group or when a "strong" performance confronted a "mixed" one.

Two-year "pre" ratings were administered to 83 children in five APS centers. On seven items, children in APS centers performed in the higher

third. Five of these items are in the cognitive area. On three items, two of which are cognitive, SDCP children were in a higher third.

On three-year ratings, 99 children in five APS centers were "pre" rated. APS children performed better on five items, four of which tapped cognitive skills. On one, APS children gave a "strong" performance, while SDCP children were "weak." On two items, including one in the cognitive area, SDCP children fell into the higher third.

By the "post"-administrations these differences disappeared, and the groups performed similarly. The children in the "post" groups were not identical to those of the "pre" groups, but they had been in APS day care for at least five months. Three APS centers "post" rated 50 children on the two-year form. Performance differed in only one item, a cognitive one, with the SDCP children doing better. Six APS centers "post" rated 127 children on the three-year form. Results were different on only two items. The APS children did better on one cognitive item, while SDCP children did better on a motor item.

Results on four- and five-year ratings were not so neatly parallel. SDCP children performed better on both "pre" and "post"-administrations. In six APS centers, 127 children were rated initially, and SDCP children did better on nine items, six of which were in the cognitive section. The "post" rating included 94 children in six centers. Again, SDCP children did better, falling into a higher third on eleven items, including eight cognitive ones.

Comparison of APS and SDCP children on the four- and five-year rating administrations is revealing. On the earlier administration, the cognitive items which diverged from the SDCP results involved using prepositions and connected sentences; singing short songs; and understanding weight,

temperature, and distance. Four of the six items were within 5 percent of being in the next third; thus, there was little divergence on outcomes. Items on which the groups differed on the later rating tapped areas such as drawing a man, drawing a triangle and a square, naming coins and colors, knowing address, and printing. Only one of these items is close to the upper one third cut-off. Items which are "weak" fell into two groups: general items such as singing songs and using connected sentences, and items calling for specific content/curriculum skills. The pattern seems to be that the SDCP and APS children on entrance both give "weak" performance in the specific skills areas. The APS children, though, were also "weak" in the more general items on entrance. By the later rating, APS children had made up this lag on the general items, but had not progressed with the more specific, curriculum skills.

The discrepancies in the SDCP and APS outcomes for four- and five-year olds could result from one or more of the following factors:

1. The content of the day care program differs, thereby accounting for "weak" performance on some specific skill items by the APS children.

2. The raters interpreted the meanings of the items differently. If this were so, however, one would expect the outcomes to differ more between SDCP and APS two- and three-year-old groups.

3. The four- and five-year-old APS children differed from the SDCP children. But, again, if this were true, one would expect divergent outcomes for the younger groups, which was not the case.

It is hoped that the forthcoming manual, with specific explanations on the meaning of the items, will eliminate the possibility of diverse rater interpretation of the item requirements. This would tend to eliminate rater interpretations as a factor in differing outcomes.

Summary

What, then, may be said about the reliability and validity of the SDCP ratings from the results of back-up ratings and comparisons with two instruments on similar skills? Clearly, testing preschoolers is a tenuous business and it is rash to have complete confidence in any one test or rating. The experience with the SDCP ratings suggests:

1. Prolonged exposure to a child permits more accurate assessment of his skills and knowledge, including those in the cognitive area, than does a one-time exposure in a testing situation. This implies using the child's own teacher to rate him, relying on professionalism to prevent bias in results.

2. Explicit definitions of the meaning, requirement, or method of testing any one item are very important and will be incorporated in revised SDCP rating forms. Revised items are shown in the appendix and compared to the original ones. Ratings analyzed throughout this bulletin contain the original items.

Rating Results

Methods

The analysis of the ratings proceeded along three major approaches. The first approach involved an item-by-item analysis of the total age group in each program. For instance, all first ratings were studied for each center to determine the number of children who were rated "yes" or "no," item by item. This yielded an analysis of the items on which they generally did or did not succeed and on which they showed no consistency in either direction. The second ratings were analyzed in the same manner to compare performance of the groups in the various programs after a nine- to twelve-month interval.

The second approach considered the number of children who succeeded on first and second ratings on all items in a developmental area. Results to date on the first two methods are discussed in the following pages.

The third approach in the analysis focused on the individual child. This approach had two facets: the first considered how much he progressed on an age rating form in terms of percentage of items successful by developmental areas; the second whether he is younger, within, or older than the age level to which the rating form applies. In evaluating the progress of a child, his performance expressed as the percentage of items in each developmental area at the time of enrollment will be compared to his performance at the time of withdrawal. Results of this approach will be described at the end of the Project.

The performance of infants will be analyzed on the basis of whether the actual age of performance on a group of items coincides with the expected age of performance. The number of items for each age level is quite limited and represents the consensus of when performance may be expected of normal babies by all the experts in the field. Therefore, if just one item is not performed within a group of items for an age level, then the child will be considered behind the norm. His progress will be followed in the same manner throughout his enrollment with three possible outcomes: he may catch up; he may continue to fall behind the norm; or he may end up ahead of the norms.

Analysis of Results

Children who entered day care early in the project were rated several times. First ratings on 203 children were analyzed and baseline data established. Considerable information is also available on second ratings. The analysis presented herein does not represent the result of a formal research experiment, but reports the Project's experience with the ratings on preschoolers enrolled in the SDCP programs.

Two-Year Olds. Thirty-nine children from five states were included in baseline analysis of two-year ratings. In the cognitive area, less than one third of the group were able to match objects and count to two. Between one and two thirds of the group used words to signify wants, used pronouns, spoke a few words, and made two- to three-word sentences. In other areas, the items concerning throwing a ball and taking pride in toilet achievement had "mixed" performance. On 18 other items, at least two thirds of the group had the skill tapped.

Only one child succeeded on all cognitive items on the first rating in a group of 22 two-year olds from four states.[4] Sixteen of the 22 completed all social-emotional items, and ten had all motor skills and all self-help skills.

Thirty-three children in four states were rated the second time on two-year forms. These second ratings included children who had first been rated on the two-year form or on the infant form. The children had been in day care several months. Their ages ranged from two years to close to three years. There was only one item in the "mixed" category--counting to two--which only 34 percent of the children completed. At least two thirds of the children succeeded on the 25 other items. Fourteen children had all cognitive skills, while 24 had all social-emotional ones. Fifteen children completed all motor items and 26 all self-help.

Comparison of first and second ratings is given on the following page.

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[4]These 22 two-year olds are those for whom an item-by-item performance record, by individual child, is available on first ratings. Summarized performance by items, but not by child, is available on 39 first ratings, as described above.

TABLE V: RATING RESULTS: TWO-YEAR OLDS

Items with "Weak" and "Mixed" Performance

First Ratings (39 from 5 states)		Second Ratings (33 from 4 states)	
"Weak"	"Mixed"	"Weak"	"Mixed"
9. Matches objects	1. Uses words		10. Counting to two
10. Counts to two	2. Talks		
	3. Uses pronouns		
	6. Makes 2-3 word sentences		
	17. Throws ball		
	26. Pride in toilet achievement		

Children Succeeding on All Items

	First Ratings (22 from 4 states)		Second Ratings (33 from 4 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	1	5%	14	42%
Social-Emotional	16	73	24	73
Motor	10	45	15	45
Self-help	10	45	26	79

Three-Year Olds. Seventy-two children from six states were included in the first ratings on the three-year form. Performance of the group was "weak" on three items--counting to three, giving first and last names, and copying a circle. A "mixed" performance was found on the motor skill of building a tower and on the cognitive skills for comparing sizes, role playing, using plurals, and singing. More than two thirds of the group completed the remaining 18 items.

Out of a group of 38 three-year olds from three states, two children completed all cognitive items on their first ratings.[5] Sixteen completed all social-emotional ones. Seven children had all motor skills and 28 all self-help skills.

Forty-one children in six states were rated the second time on the three-year form. These children were three years old at the time of the earlier rating or had previously been rated on the two-year form. They had all been in day care for several months. Ages ranged from young threes to one state's group of fourteen children whose average age was four years one month.

Performance was "mixed" on only one item; just over one third, or 15 children, were unable to count to three. Twenty-four children completed all items in the cognitive section, and thirty-three completed all social-emotional items. Twenty-nine children had all motor skills and thirty-three all self-help skills.

First and second three-year ratings are compared on the following page.

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[5]These 38 three-year olds are those for whom an item-by-item performance record, by individual child, is available on first ratings. Summarized performance by items, but not by child, is available on 72 first ratings, as described above.

TABLE VI: RATING RESULTS: THREE-YEAR OLDS

Items with "Weak" and "Mixed" Performance

First Ratings (72 from 6 states)		Second Ratings (41 from 6 states)	
"Weak"	"Mixed"	"Weak"	"Mixed"
2. Counts to 3	1. Compares sizes		2. Counts to 3
7. Knows name	3. Dramatizes		
15. Copies a circle	4. Uses plurals		
	6. Sings		
	16. Builds tower		

Children Succeeding On All Items

	First Ratings (38 from 3 states)		Second Ratings (41 from 6 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	2	5%	24	59%
Social-Emotional	16	42	33	80
Motor	7	18	29	71
Self-Help	28	74	33	80

Four- and Five-Year Olds. Ninety-two children from five states were four- and five-years old when they entered the program and were included in the baseline analysis for first ratings on the corresponding form. Fifty-six children were rated within six weeks of enrollment, while thirty-six children were rated after an average of six months had passed. Less than one third of the children performed each of the following five cognitive items: knowing address, knowing seasons, printing a few words, drawing a triangle, and drawing a complex human figure. Five additional cognitive items drew a "mixed" performance, with one to two thirds of the children having the skill: naming coins, naming colors, knowing age, drawing a square, and drawing a simple human figure. A "mixed" performance was also given

on two items from other developmental areas--fastening shoes and persistence in problem solving. At least two thirds of the children showed the skill tested on 39 other items.

No child in a group of 52 four- and five-year olds from three states had all cognitive skills on first ratings.[6] Fourteen, however, had all social-emotional skills, while 21 had all motor skills. Twenty-three children completed all items in the self-help area.

The four- and five-year second ratings included only children who had been rated before on the same form. The suggested time interval between first and second four- and five-year ratings was eight months. Thus, the average age of the children in this group was above four years eight months.

Sixty-three children in five states comprised the group of second ratings on the four- and five-year form. Only five items, all in the cognitive area, had a "mixed" or "weak" performance. More than two thirds of the children did not know the seasons. Between one and two thirds of the children did not complete four other cognitive items which dealt with drawing the simple and complex human figures, printing a few words, and knowing home address. At least two thirds of the children succeeded on the 46 other items. Four children had all cognitive skills, and 41 had all social-emotional skills. Fifty-eight children completed all motor items, and 47 completed all self-help items.

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[6]These 52 four- and five-year olds are those for whom an item-by-item performance record, by individual child, is available on first ratings. Summarized performance by items, but not by child, is also available on 92 first ratings, as described above.

Comparison of the sets of four- and five-year ratings indicates the following:

TABLE VII: RATING RESULTS: FOUR-AND FIVE-YEAR OLDS

Items with "Weak" and "Mixed" Performance

First Ratings (92 from 5 states)				Second Ratings (63 from 5 states)			
"Weak"		"Mixed"		"Weak"		"Mixed"	
11.	Draws triangle	3.	Draws square	19.	Knows seasons	5.	Draws simple human figure
12.	Knows address	5.	Draws simple human figure			12.	Knows address
18.	Prints	6.	Names coins			18.	Prints
19.	Knows seasons	9.	Knows age			20.	Draws complex human figure
20.	Draws complex human figure	10.	Names colors				
		31.	Persistence				
		51.	Fastens shoes				

Children Succeeding On All Items

	First Ratings (52 from 3 states)		Second Ratings (63 from 5 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	0		4	6%
Social-Emotional	14	27%	41	65
Motor	21	40	58	92
Self-Help	23	44	47	75

It is possible, at this time, to look at a small group of ratings in which the children have been rated three times on the four- and five-year form. Fourteen children in three states comprised this group. These children were well into their fifth year of age. On two items--printing and naming seasons--a "mixed" performance was given. Five children could not print a few words and seven children could not name the seasons. Three children had all cognitive skills, ten had all social-emotional ones, and 14 had all motor. Thirteen children had all self-help skills.

Results Summarized

The sequence of ratings suggests that children enroll with fairly advanced development in most areas. On the items where initial weakness is shown, most of the children seem to obtain the skill quickly. Only certain items in the cognitive area remain in the "weak" category and are slow to yield.[7]

There are several possible explanations for the generally strong performance observed even on first ratings. The rating items, although obtained from standard developmental criteria, may not be as sophisticated as today's children. Most noncognitive items draw a highly successful performance indicating that although it is important to monitor for poor performance on these items, they are not sensitive discriminators of differential progress among preschoolers.

Although today's average child may be more advanced developmentally, it might still be expected that deprived children would enter day care programs without the successes observed in the SDCP centers. The fact that they do succeed on so many items suggests that the children in the SDCP centers, although economically deprived, may not be developmentally deprived. It is possible, however, that the items included on the ratings are not sensitive to the developmental skills which predict future educational disadvantage. For example, the item, "uses connected sentences," does not delve into the scope of the language used. For this reason it may be necessary to administer other tests, such as a language test. A last possibility in accounting for the generally strong performance on first

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[7]Experience with the APS two- and three-year ratings tends to confirm this trend--that the child will come in without skills and make them up quickly. (See page 16 and 17.)

and second ratings is that the few items which were observed to be "weak" on second as well as first ratings represent the signals and first indicators of deprivation that will widen in elementary school.

Performance and Day Care Experience

Some understanding of the effects of day care may be derived by comparing ratings, for any age level, of children who have been in day care with ratings of children who are entering the program.

Two-Year Olds. Ratings are available for seventeen children who had been in day care from infancy to two years old. Their initial two-year ratings were compared to those of two-year olds just entering day care. Two of the 17 children mastered all cognitive items on the first two-year ratings. Thirteen children succeeded with all social-emotional items; 12 with all motor; and 11 had all self-help skills. The comparison with first ratings for two-year olds just entering day care is shown below:

TABLE VIII: TWO-YEAR OLDS
WITH AND WITHOUT PRIOR ENROLLMENT

Children Succeeding On All Items

	Enrolled from Infancy (17 from 3 states)		New Enrollees (22 from 4 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	2	12%	1	5%
Social-Emotional	13	76	16	73
Motor	12	71	10	45
Self-Help	11	65	10	45

Three-Year Olds. Seventeen two-year olds turned three during their enrollment. At least two thirds of the group, on their first ratings on the three-year form, succeeded on all items. The success rate was much

lower on first ratings for new three-year olds. The comparison of three-year ratings for prior and new enrollees is given below:

TABLE IX: THREE-YEAR OLDS
WITH AND WITHOUT PRIOR ENROLLMENT

	Previously Enrolled as Two-Year Olds (17 from 5 states)		New Enrollees (38 from 3 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	11	65%	2	5%
Social-Emotional	11	65	16	42
Motor	11	65	7	18
Self-Help	15	88	28	74

In both the two- and three-year-old groups, the comparison of ratings for children who had been in day care continuously with those of new enrollees suggests that day care may have aided development.

Four- and Five-Year Olds. Twenty-eight children "graduated" from the three-year form to the four- and five-year form while enrolled. Since this rating is done soon after the child turns four, these 28 children may be younger than the group of four- and five-year-old new enrollees used for comparison. The performance of children who had been in day care was "weak" on six items dealing with the skill of fastening shoes, knowledge of address and seasons, the ability to print a few words and to draw a complex and a simple human figure.

On four other items performance was "mixed." These dealt with counting to four, naming coins, and drawing a triangle and square. At least two thirds of the children succeeded with the remaining 41 items, including all social-emotional and motor items. Comparison of performance of children

who had been in day care with performance of new enrollees, on items on which either group had performance problems, is summarized below:

TABLE X: FOUR- AND FIVE-YEAR OLDS WITH AND WITHOUT PRIOR ENROLLMENT

Items with "Weak" or "Mixed" Performance

	Previously Enrolled Children Succeeding (28 from 4 states)		New Enrollees Children Succeeding (92 from 5 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
2. Counts	16	57%	66	72%
3. Draws square	13	46	32	35
5. Simple human figure	6	21	38	41
6. Names coins	16	57	33	36
9. Knows age	20	71	51	55
10. Names colors	23	82	50	54
11. Draws triangle	11	39	27	29
12. Knows address	5	18	16	17
18. Prints	0		12	13
19. Knows seasons	2	7	2	2
20. Complex human figure	3	11	21	23
31. Persistence	22	79	60	65
51. Fastens shoes	7	25	52	57

Children Succeeding on All Items

	Previously Enrolled as Three's (28 from 4 states)		New Enrollees (52 from 3 states)	
	Number of Children	Percentage of Total Group	Number of Children	Percentage of Total Group
Cognitive	0		0	
Social-Emotional	7	25%	14	27%
Motor	10	36	21	40
Self-Help	2	7	23	44

Of the 13 items on which either group had "weak" or "mixed" performance, the higher success rates did not consistently favor either previous enrollees

or new enrollees. On no item did the previous enrollees score as much as 33 percent higher than the new enrollees, or vice versa.

The previous and new enrollees were also compared on the basis of the percentage of children in the two groups who mastered all skills in a developmental area.

No child in either group mastered all cognitive items in his first rating on a four- and five-year rating form. The only marked difference between the two groups was in the self-help area where only 7 percent of the previous enrollees had all skills, but 44 percent of the new enrollees mastered all items on first rating. However, on first ratings, the new enrollees were somewhat older than the previous enrollees, as explained earlier.

The developmental progress associated with prior day care experience for the two- and three-year groups is not apparent for the four- and five-year-old group. However, because the form covers a two-year period, there is likely to be a greater age difference between previous and new enrollees in the four- and five-year-old group than is true for the younger groups.

The lack of differential progress in the group with day care experience may be attributed to a factor of readiness. Developmental skills on the four- and five-year form may not yield until readiness and maturity are gained by the child. This readiness is more likely to be found among the older, newly enrolled children.

Summary

In summarizing the SDCP's experience with the rating forms, several conclusions are apparent. The performance of the children was generally better than had been anticipated. Many children were able to perform a

large portion of the items on their respective age forms upon enrollment. By second ratings, many children had performed most items in the four developmental areas. To the extent that the items on the forms represent the objectives to be met, most children were showing a fairly high degree of success by the time of their second ratings.

There are a few items in the cognitive area, however, which continue to present difficulty to at least one third of the children. They are unable to complete such items as printing, drawing human figures, and knowing addresses and seasons. The inability to complete such items on second ratings may be an early warning signal of the educational deprivation which has been shown to be associated with slow school progress of children from economically deprived backgrounds. Continued monitoring of the childrens' performance on later ratings and ideally of their school performance might yield clearer answers as to whether such items are early indicators of future failure.

The SDCP rating forms provide a gross assessment of whether a child is generally performing according to the expectations for normal development at his age. In comparing a gross assessment tool such as the SDCP forms to other instruments which obtain finer and presumably more discriminating, quantified analysis of child development, one must consider the problems associated with the use of the latter instruments. As mentioned earlier, use of structured instruments with young children encounters greater difficulties than with older children. Attention span, motivation to cooperate in the testing situation, and rapport with the tester are critical factors in testing preschoolers. Also, since preschool structured instruments must be individually administered, they are impractical for use in day care centers.

Center staff are unanimous in praising the rating forms on one score: the items on the forms constitute a day-to-day program guide which aids staff in planning activities and curriculum for the comprehensive development of young children. Repeated reference to the forms during the rating process reminds staff that these items are proxies for the objectives the program is designed to achieve.

The process of rating the children has also served as a reminder to center staff to individualize the program to the needs of each child. The forms permit a constant evaluation of those areas in which each child needs attention or help. The forms are easily applied by day care staff making them a frequent reference point in directing attention of the staff to all program elements and to the performance of the individual child in all developmental areas.

APPENDIX

Rating Forms

INFANT RATING FORM (Birth to Two Years)
(Rate at 6-Week Intervals - Use Pen)

Rate on the group of items listed in the age range closest to the child's actual age. If child is rated negatively on these items, move to younger age items. If child is rated positively on these items, move through to older age items, until child is negative on most of the items in that range.

Name of Child _____ Date of Birth _____

	Date of Rating Week of Mo. Day Yr. Child's Age: ___ (Rater)		Date of Rating Week of Mo. Day Yr. Child's Age: ___ (Rater)		Date of Rating Week of Mo. Day Yr. Child's Age: ___ (Rater)	
	YES	NO	YES	NO	YES	NO
Birth-3 Mos. Items						
1. Lifts head when held at shoulder	___	___	___	___	___	___
2. Smiles spontaneously	___	___	___	___	___	___
3. Responds to bell or rattle	___	___	___	___	___	___
4. Follows moving person	___	___	___	___	___	___
5. Follows objects 180°	___	___	___	___	___	___
6. Vocalizes - not crying (such as ah, eh or coos)	___	___	___	___	___	___
3 - 5 Mos. Items						
7. Smiles responsively	___	___	___	___	___	___
8. Laughs aloud	___	___	___	___	___	___
9. Rolls over	___	___	___	___	___	___
10. In sitting position head is erect and steady	___	___	___	___	___	___
11. Smiles at mirror image	___	___	___	___	___	___
12. Both hands approach offered object (ball or rattle)	___	___	___	___	___	___
13. Crawling movements begun	___	___	___	___	___	___

	YES	NO	YES	NO	YES	NO
5-9 Mos. Items						
14. Transfers object, hand-to-hand	—	—	—	—	—	—
15. Sits without support	—	—	—	—	—	—
16. Squeals with joy or pleasure	—	—	—	—	—	—
17. Reaches and grasps toy	—	—	—	—	—	—
18. Holds 2 toys or 2 cubes	—	—	—	—	—	—
6-12 Mos. Items						
19. Crawls or progresses on stomach or hitches in sitting position progresses without walking	—	—	—	—	—	—
20. Gets to sitting position alone	—	—	—	—	—	—
21. Exhibits thumb-finger grasp or feeds self cracker	—	—	—	—	—	—
22. Imitates speech sounds	—	—	—	—	—	—
23. Says "mama" and "dada" specifically	—	—	—	—	—	—
24. Vocalizes 4 different syllables	—	—	—	—	—	—
25. Stands holding on	—	—	—	—	—	—
9-15 Mos. Items						
26. Cooperates in playing pat-a-cake	—	—	—	—	—	—
27. Walks, holding on to furniture	—	—	—	—	—	—
28. Stands alone	—	—	—	—	—	—
29. Looks at pictures in baby picture book	—	—	—	—	—	—

		YES	NO	YES	NO	YES	NO
	11-15 Mos. Items						
30.	Walks alone, toddling	___	___	___	___	___	___
31.	Neat pincer grasp, as picking up raisin	___	___	___	___	___	___
32.	Indicates or gestures wants without crying	___	___	___	___	___	___
33.	Imitates words (record which words are used)	___	___	___	___	___	___
34.	Drinks from cup	___	___	___	___	___	___
	12-18 Mos. Items						
35.	Turns pages of a book	___	___	___	___	___	___
36.	Has 3 words other than mama and dada	___	___	___	___	___	___
37.	Builds tower of 2 cubes	___	___	___	___	___	___
38.	Scribbles spontaneously	___	___	___	___	___	___
	15-22 Mos. Items (Rate every 2 months)						
39.	Removes simple garment	___	___	___	___	___	___
40.	Walks backward	___	___	___	___	___	___
41.	Builds tower of 3 cubes	___	___	___	___	___	___
42.	Walks up steps with help	___	___	___	___	___	___
43.	Carries, hugs doll or stuffed animal	___	___	___	___	___	___

	YES	NO	YES	NO	YES	NO
14-17 Mos. Items (Rate every 2 months)						
44. Throws ball overhand	✓	—	—	—	—	—
45. Runs	—	—	—	—	—	—
46. Uses spoon, spills	—	—	—	✓	—	—
47. Names 3 pictures in book	—	—	—	—	—	—
48. Points to parts of a doll (Hair, mouth, hands, feet, etc.)	—	—	—	—	—	—
49. Uses words to make wants known	—	—	—	—	—	—
17-30 Mos. Items (Rate every 2 months)						
50. Walks up steps alone	—	—	—	—	—	—
51. Recognizes and points to 5 pictures	—	—	—	—	—	—
52. Makes sentences of 2-3 words	—	—	—	—	—	—

PROGRESS NOTES

Date_____Staff Member_____ _____
(Name) (Position)

Child's Name_____

Separation Problems:_____

_____

Development Areas Needing Attention:_____

Suggested Activities:_____

Comments:_____

_____

Date_____Staff Member_____ _____
(Name) (Position)

Child's Name_____

Separation Problems:_____

_____

Development Areas Needing Attention:_____

Suggested Activities:_____

Comments:_____

_____

Date_____Staff Member_____ _____
(Name) (Position)

Child's Name_____

Separation Problems:_____

_____

Development Areas Needing Attention:_____

Suggested Activities:_____

Comments:_____

_____

RATING FORM FOR TWO YEAR OLDS
(Rate at 4-Month Intervals - Use Pen)

Name of Child _____ Date of Birth _____

Date of Enrollment in Day Care _____ Date of Rating _____
Mo. Day Yr.

Rater's Name _____ Position _____

	Cognitive (Including Verbal and Communication)	YES	NO
1.	Uses words to express wants	___	___
2.	Talks--names some 10-15 known objects and a few familiar people or pets, has a small noun-verb vocabulary	___	___
3.	Uses pronouns "me" and "my," shows possessive spirit	___	___
4.	Names 3 pictures in picture book	___	___
5.	Points to parts of a doll or body (hair, mouth, eyes, etc.)	___	___
6.	Makes 2-3 word sentences	___	___
7.	Complies with simple commands--such as retrieving, or "no-no." Fetches, carries or goes	___	___
8.	Listens to short nursery rhymes	___	___
9.	Matches, compares familiar objects as to color, form or size in play, groups similar objects [a]	___	___
10.	Counts 2, aware of "one more," knows "how many" to 2	___	___
	Social and Emotional		
11.	Shows affection--carries or hugs doll, shows regard for people or possessions, fondles and indicates personal relatedness	___	___
12.	Occupies self, initiates own play activities or on simple suggestion	___	___
13.	Explores, investigates surroundings, adventures in new or modified ways	___	___

[a] New item reads: Matches, compares familiar objects as to color, or form, or size in play, or groups similar objects.

(SREB-SDC-16B)

Motor Skills	YES	NO
14. Walks backward--walks up steps with help--not all fours[b]	___	___
15. Climbs - furniture, stairs, obstacles[c]	___	___
16. Kicks ball forward	___	___
17. Throws ball overhand (not directed in aim)	___	___
18. Runs	___	___
19. Builds tower of 3 cubes[d]	___	___
20. Unwraps, removes covers from candy or other objects or peels bananas (no special skills required)	___	___
21. Disassembles - takes simple objects apart with minimal difficulty, unfastens clothing	___	___
Hygiene and Self-Help		
22. Drinks from cup or glass unassisted but spills occasionally	___	___
23. Removes simple garment	___	___
24. Uses spoon, spills a lot	___	___
25. Begins toilet training, asks for toilet	___	___
26. Shows pride in toilet achievement and concern about failures	___	___

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[b]New item reads: Walks backward.

[c]New item reads: Climbs - furniture and obstacles.
New item inserted as number 15: Walks up steps with help--not on all fours.

[d]New item reads: Stacks blocks 3 high.

PROGRESS NOTES *

Date_____ Staff Member_____ _____
(Name) (Position)

Child's Name_____

Separation Problems:_____

_____

Development Areas Needing Attention:_____

_____

Suggested Activities:_____

_____

COMMENTS:

*PROGRESS NOTES are included on each rating form.

RATING FORM FOR THREE YEAR OLDS
(From Age 3 to Age 4 - Rate at 6-Month Intervals - Use Pen)

Name of Child _____ Date of Birth _____

Date of Enrollment in Day Care _____ Date of Rating _____
Mo. Day Yr.

Rater's Name _____ Position _____

			YES	NO
	Cognitive			
1.	Compares size	Extends "matching" concept to size, as big or little. Comparisons may be easy, but should be verbalized and of practical use, as in block building.	___	___
2.	Counts 3	Extends concept of counting to three. Manipulates number concepts meaningfully to more than two. May rote count beyond this.[a]	___	___
3.	Dramatizes	Acts out, singly, or with others, simple stories, Mother Goose rhymes and characters and scenes. Acts out role playing.	___	___
4.	Uses Plurals		___	___
5.	Converses	In short sentences, answers questions, gives information, repeats, uses language to convey simple ideas.	___	___
6.	Sings	Sings short snatches of songs.	___	___
7.	Knows name	Gives first and last name.	___	___
8.	Names pictures and tells action	Names pictures, and on request tells the action, e.g., "Baby is sleeping," or can identify the usage of things in pictures, "Show me the one you wear."	___	___
	Social and Emotional			
9.	Plays beside	Plays singly with sustained interest alongside or among other children or with adults, pets, or belongings with little disturbance or disturbing.	___	___
10.	Plays with	Interacts with another child or children. Interpersonal play with other children, pets or adults.	___	___

[a]New item reads: Extends concept of counting to three. Understands process of counting beyond two. May rote count beyond this.

	Social and Emotional (continued)		YES	NO
11.	Helps	Helps at little household tasks or errands.	___	___
12.	Knows and relates to own sex	Can respond correctly to "Are you a little boy or a little girl?" Relates and acts accordingly.	___	___
	Motor Skills			
13.	Assembles	Takes simple objects available, puts simple parts together not requiring much mechanical skill.	___	___
14.	Builds	Puts things together. Uses simple building blocks, color blocks, construction toys. Shows imagination.[b]	___	___
15.	Copies circle	Draws a circle, usually from copy.	___	___
16.	Builds tower	Builds a tower of eight cubes in imitation of one you do.[c]	___	___
17.	Jumps in place		___	___
18.	Walks down stairs	One step per tread.	___	___
19.	Balances	On one foot for one second.	___	___
20.	Throws ball purposely overhand	Distance, direction and accuracy not essential, but should be more than grossly random.	___	___
	Hygiene and Self-Help			
21.	Is toilet trained	Exercises bladder and bowel control.	___	___
22.	Uses toilet alone	Cares for self at toilet (goes to toilet alone without help, knows papering.) Unfastens and fastens own clothes but may require help.[d]	___	___

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[b]New item reads: Uses simple building blocks, color blocks, construction toys. Shows imagination.

[c]New item reads: Stacks blocks eight high in imitation of one you do.

[d]New item reads: Cares for self at toilet (goes to toilet alone without help, knows papering.) Pulls up and pulls down own clothes but may require help.

	Hygiene and Self-Help (Continued)		YES	NO
23.	Dresses	Puts on coat or dress with help on hard parts, but need not button.	___	___
24.	Puts on shoes	Puts on shoes, not tied.	___	___
25.	Feeds alone	Feeds self well alone.	___	___
26.	Washes hands	Washes hands unaided acceptably and dries same.	___	___

RATING FORM FOR FOUR AND FIVE YEAR OLDS
(From Age 4 to Age 6 - Rate at 8-Month Intervals - Use Pen)

Name of Child_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating _____
Mo. Day Yr.

Rater's Name_____ Position_____

	Cognitive		YES	NO
1.	Knows parts of body	Can identify by pointing to or matching all major visible parts of the body.	___	___
2.	Counts to 4	Counts four objects and knows what he is doing--does not do it by rote memory.	___	___
3.	Draws square	Can draw a square design (angle corners and about equal sides) with crayon, pencil, or pen on paper or suitable surface. Design may be drawn with or without copy or as part of other drawing.	___	___
4.	Uses connected sentences	Tells experiences or simple events in sequence (beginning, middle, end). Uses sentence combinations.	___	___
5.	Draws 1	Draws human figures with head, body, arms and legs.	___	___
6.	Names coins	Recognizes by name or tells name of penny, nickel, dime, and does not confuse them with other coins (such as quarter). He need not know their numerical value nor their relative worth.[a]	___	___
7.	Recites	Reproduces short verses, rhymes, little songs from memory--or makes them up.	___	___
8.	Speaks clearly	Speaks clearly enough so that a stranger can understand him.	___	___

[a]New item reads: Names correctly three of four--penny, nickel, dime, or quarter and does not confuse them. He need not know their numerical value nor their relative worth.

	Cognitive (Continued)		YES	NO
9.	Knows age	Tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Should be more than rote memory--that is his age should have meaning to him as being larger or smaller than some other number.[b]	___	___
10.	Names colors	Tells and selects names of primary colors (red, green, yellow, blue) when pointing out an object. Simple selecting, matching or identifying are done at earlier age.	___	___
11.	Draws triangle	Same as drawing square except for difference in design.	___	___
12.	Knows address	Can give address (street and number) correctly, and telephone number (if he has one.)[c]	___	___
13.	Knows simple relative concepts	Can relate concept of weight (heavy and light).[d]	___	___
14.		Can relate concept of temperature (hot and cold).[e]	___	___
15.		Can relate concept of size (large and small).[f]	___	___
16.		Can relate concept of distance (far and near).[g]	___	___
17.	Uses prepositions correctly	Knows the meaning of prepositions such as up and down, in and out, over and under.	___	___

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[b]New item reads: Tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Must be more than rote memory--that is his age should have meaning to him as being larger or smaller than some other number.

[c]New item reads: Can give address (street and number) correctly.

[d]New item reads: Understands concept of weight (heavy and light). (Avoid abstract examples.)

[e]New item reads: Understands concept of temperature (hot and cold). For example, which is hot, stove or refrigerator?

[f]New item reads: Understands concept of size (large and small).

[g]New item reads: Understands concept of distance (far and near).

	Cognitive (Continued)		YES	NO
18.	Prints	Prints first name and perhaps a few known words when requested or for self-satisfaction.[h]	___	___
19.	Knows seasons	Knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter).	___	___
20.	Draws 2	Draws human figures with head, body, arms and legs, facial figures, hands and feet.[i]	___	___
	Social and Emotional			
21.	Tells name Self-Esteem	Identifies self by given first and last name, responds when called by name or gives name when asked.[j]	___	___
22.	Is secure	Able to separate from mother without prolonged crying.[k]	___	___
23.	Relates positively to adults	Relates positively--asks for help, asks approval.[l]	___	___
24.	Relates postively to children	Seeks a child to play with.[m]	___	___
25.	Plays cooperatively	Plays in groups (two, three, or more children), observes rules in a game or in competition.	___	___
26.	Shares	Shares toys and materials with other children.	___	___
27.	Takes turns	Asks for a turn, awaits his turn without too much impatience.	___	___

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[h]New item reads: Prints first name when requested or for self-satisfaction.

[i]New item reads: Draws human figures with head, body, arms and legs, indications of hands and feet, and symbols for eyes and mouth.

[j]New item reads: Identifies self by given first and last name, gives both names when asked.

[k]New item reads: Able to separate from mother without crying.

[l]New item reads: Relates positively--asks for help, asks approval, but is not overly dependent.

[m]New item reads: Seeks a child to play with, or responds to overtures from another child.

	Social and Emotional (Continued)		YES	NO
28.	Identifies others	Knows the name of and calls by name two adults on staff.[n]	___	___
29.	Helps	Volunteers help and offers to do something, such as to help set places at lunch or help clean up.[o]	___	___
30.	Sings	Joins in song with others--children's songs, action songs, memorizes words and melodies, moderately in tune, shares in events when singing is desired.[p]	___	___
31.	Persistence	Persists on problem solving games such as matching games, puzzles, and/or can sit at a chosen task until completed or at least 15 minutes.	___	___
32.	Pride	Shows pride in accomplishment or products he creates such as painting, block building, sand castle.	___	___
33.	Protects self	Stands up for own rights, does not permit other children to constantly take advantage of him.	___	___
34.	Amuses self	Makes purposeful use of equipment or activity during free play time.	___	___
35.	Pays attention	Can sit through a complete story selected for the age group. Listens to a story that the teacher is reading and looks at pictures to follow the story.	___	___
	Motor Skills			
36.	Climbs	Is able to climb equipment provided for that purpose.	___	___
37.	Catches	Catches 12-inch or beach ball when it is thrown to him.	___	___
38.	Hops	On one foot alone--four steps.	___	___

[n]New item reads: Knows the name of and calls by name two adults on staff or other children.

[o]New item reads: Helps or offers to do something, such as to help set places at lunch or help clean up.

[p]New item reads: Joins in song or group games with others--children's songs, action songs, memorizes words and melodies, shares in events when singing is desired.

	Motor Skills (Continued)		YES	NO
39.	Circles	Joins in games (such as drop the hanky, skip to my Lou, farmer in the dell) which require group movement, or turns about in small circles as in dancing.[q]	___	___
40.	Skips	Hops on one foot, then the other in continuous movement from place to place.	___	___
41.	Strings or threads	Can thread beads or spools on string.	___	___
42.	Use of scissors	Understands use of scissors and can cut a piece of paper. Uses appropriately in crafts.[r]	___	___
43.	Hammers	Can hammer nails into a board until they are secure.	___	___
	Hygiene and Self-Help			
44.	Dresses self	Unfastens and removes and/or replaces and fastens most of his own clothes without help or undue delay. Need not tie laces or put on rubbers on this item.[s]	___	___
45.	Use of spoon	Can use spoon properly.[t]	___	___
46.	Use of fork	Can use fork properly.[u]	___	___
47.	Toilets self	Cares for ordinary toilet need without undue assistance. Manages clothing, cleansing (papering) and bathroom facilities acceptable according to conventional routine.	___	___
48.	Washes face and Hands	Wipes water on face, and uses soap on hands and rinses hands. Need not do a perfect job.	___	___
49.	Brushes teeth after lunch.	Handles toothbrush correctly when given instruction.[v]	___	___

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[q]Item omitted from amended ratings.

[r]New item reads: Understands use of scissors and can cut a piece of paper.

[s]New item reads: Unfastens and removes and/or replaces and fastens most of his own clothes without help or undue delay. Need not tie laces or put on rubbers on this item. Fastens large buttons.

[t]New item reads: Can use spoon effectively.

[u]New item reads: Can use fork effectively.

[v]New item reads: Handles toothbrush effectively when given instruction.

	Hygiene and Self-Help (Continued)		YES	NO
50.	Samples food	Will try new foods when served.[W]	___	___
51.	Fastens shoes	Ties (or otherwise) with only minor help on buckles, laces, knots, bows, zippers.[X]	___	___

[W]New item added as Number 51: Fastens--Buckles, laces, zips, knots with only minor help.

[X]New item reads: Ties a bow on shoes.

RATING FORM FOR SCHOOL AGE CHILDREN IN DAY CARE
(Repeat after six months - after school)
(Repeat after two months - summer)

Name of Child_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating_____
Mo. Day Yr.

Rater's Name_____ Position_____

Please evaluate the child carefully on each of the following items and indicate appropriate answer. "Not applicable" should be used only in instances where the item does not seem pertinent to the child. For example, where a child is brought by bus to the Center instead of walking, promptness does not depend upon his own volition.

	Usually Yes	Usually No	Not Applicable
1. Child arrives at Center promptly if he comes on his own from home or school.	___	___	___
2. Child executes short errands to a nearby store or returns books to a library if this is the policy of your program.	___	___	___
3. Child may be depended upon to perform responsibilities or chores he has been assigned.	___	___	___
4. Child has made friends or formed an attachment to one or two children in the day care program.	___	___	___
5. Child is able to make his own purposeful choice of activity when given an opportunity to use his time according to his own wishes.	___	___	___
6. Child perseveres in his chosen activity for a period of time.	___	___	___
7. Child is helpful to younger children in the program.	___	___	___
8. Child participates in group sports or games.	___	___	___
9. Child may be taken on outings or field trips without causing undue disturbances.	___	___	___
10. Child enjoys reading.	___	___	___
11. Child enjoys a craft or art activity.	___	___	___
12. Child shows pride in some of his accomplishments.	___	___	___
13. Child is well liked and accepted by his peers.	___	___	___

	Usually Yes	Usually No	Not Applicable
14. Child has a positive self-concept.	___	___	___
15. Child exhibits curiosity and interest in the world around him.	___	___	___
16. Child has improved his skill in some sport activity.	___	___	___
17. Child can accept discipline from a familiar adult.	___	___	___
18. Child seeks adult help when needed.	___	___	___
19. Child is inappropriately dependent on adults.	___	___	___
20. Child is able to function as a member of a team in games or activities.	___	___	___
21. Child volunteers help and offers to do something related to the chores or activities of the program.	___	___	___
22. Child stands up for his own rights and does not permit other children to constantly take advantage of him.	___	___	___

Please study the following check list of characteristics and traits and check those which you think are usually applicable to or describe this child:

Double check the ten that seem most strongly applicable

1. Hyperactive	_____	12. Immature speech	_____
2. Tells truth	_____	13. Lazy	_____
3. Bullies younger children	_____	14. Exaggerates	_____
4. Clumsy	_____	15. Cheerful	_____
5. Friendly	_____	16. Slow moving	_____
6. Steals things	_____	17. Loses things	_____
7. Spontaneous	_____	18. Hostile	_____
8. Speaks clearly	_____	19. Sense of humor	_____
9. Resents authority	_____	20. Helps younger children	_____
10. Timid	_____	21. Lies	_____
11. Selfish	_____	22. Good vocabulary	_____

(Continued on next page)

23. Persistent	_____	32. Aggressive	_____
24. Well coordinated	_____	33. Pleasant	_____
25. Fearful	_____	34. Easily distracted	_____
26. Affectionate	_____	35. Responsible	_____
27. Ambitious	_____	36. Kind	_____
28. Destructive	_____	37. Prone to temper tantrums	_____
29. Fair	_____	38. Cooperative	_____
30. Self-confident	_____	39. Withdrawn	_____
31. Thoughtful	_____	40. Whines	_____

Comments about child _____

_____

_____

_____

_____

Recommended activities or program emphasis _____

_____

_____

_____

_____

On the basis of school reports or conferences, has the child showed any improvement in school work or behavior? _____

_____

_____

_____

_____